**TEMPLATE FOR REPORTING ON RECENT INITIATIVES ON SPORT FOR DEVELOPMENT AND PEACE**

***Title of Initiative***

***Jordan Schools Programme (Generation Amazing, GA)***

***Task:*** *Provide a summary of the initiative, including a brief overview, proposed/actual outcomes and an assessment of any lessons learned and the way forward.*

***Timeframe:*** *Please only include initiatives that fall within the reporting timeframe of January 2022 – February 2024*

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| **Please provide more details on each initiative including items below:** | | |
| **Objective(s):** | *Please indicate which, if any, of the following fall among the main objectives of the initiative:* | |
| * **Ensuring no one is left behind (advancing empowerment, inclusiveness and equality through sport)** | * Eradicating poverty and promoting prosperity |
| * Leveraging sports events to promote action to combat climate change, advance peace and/or sustainable development | * **Conflict prevention/peace building** |
| * Research development, data collection and/or data dissemination | * **Safely harnessing sport for sustainable development, peace and wellbeing in the context of the COVID-19 pandemic, including through the use of technology** |
| * Reinforce the 2030 Agenda and eradicate poverty in times of multiple crises, leading to the effective delivery of sustainable, resilient, and innovative solutions | * Safeguarding sport from corruption and crime |
| * **Strengthened global framework on sport for development and peace** | * Other (please specify) |
| **Situation** | *What is the challenge or problem that the initiative aims to address?*  The Jordan School Programme (GA) directly addressed the existing bullying and violence amongst students in selected schools, and across the communities. Indirectly, the Programme also addressed the issues related to diversity and inclusion, including gender inequality, and lack of inclusion of persons with disabilities. | |
| **Implementation mechanisms:** | *What are the means/processes of implementation of the initiative?*  Generations For Peace and Generation Amazing implemented sports sessions for development within the physical education class by selecting sports teachers from the selected schools, replacing 5 private schools with government ones.   * Selection of 20 sports teachers trained in the field of sports for development and peace, especially football for development, through communication with school principals and the responsible liaison officer in the five directorates. * Conducting online training workshops on the Generation Amazing platform for the 20 teachers who were selected. In light of the training, the teacher chose one/group of classes to implement sports activities during the physical education class throughout the first semester of the year 2022-2023. These activities helped students acquire new life skills, increase self-confidence and their ability to solve problems, and consequently reduced the phenomenon of bullying*.* * Holding two football tournaments during the summer vacation for selected teachers, in the presence of 100 students from each governorate, 50 males/50 females, and the authority must bear all the financial matters resulting from transportation, lunch, and sports equipment (one working day). * Holding a pre-scheduled reminder workshop for the online training held in April for the 20 selected teachers (3 training days). * Implementing sports sessions within the sports class during the first semester. * Distribution of stationery to 10 selected schools distributed among 5 directorates.   *What are the main deliverables/activities involved?*   * 20 sports teachers trained in Sport for Development and Peace (SPD), notably Football for Development (F4D) * 8 sessions of the GA Schools Programme in 10 selected (50% female and 50% male) schools delivered * Two Football for Development and Sport For Peace public summer tournaments in Amman delivered * 800 student beneficiaries (50% female and 50% male, 9-12 y/o) reached through the in-school activities * 200 additional student beneficiaries (9-12 y/o) reached through the summer sport tournaments (100 female and 100 male) * Two Behaviour for Development (B4D) social interventions in schools delivered by GA * One End of Cycle events (the launch- and the end-of-cycle events, with stakeholders gathering in one of the participating schools) delivered * Two GA ambassadors visited the Schools Programme   *What is the time frame of implementation?*  The programme duration is from February 2022 - December 2022. | |
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| **Target Audience(s):** | *Who are the beneficiaries of the proposed/implemented initiative?*   * 800 students, aged 9-12 years, 50% Male 50% Female * Additional 200 students, aged 9-12 years (*from summer sports tournaments*) * 20 sports teachers (50% female and 50% male) * 3,876 Indirect Beneficiaries | |
| **Partners/Funding:** | *Who are the main organizations/entities involved in the initiative and what are their roles?*   * + Jordanian Ministry of Education   + Generation Amazing   + Generations For Peace   *What are the main sources of funding of the initiative?*     * Generation Amazing | |
| **SDG Alignment:** | *To what SDG goal/target/indicator is this initiative targeted?*  SDG 16 – Peace, Justice and Strong Institutions   * SDG Indicator 16.1.4: Proportion of people that feel safe walking alone around the area they live   SDG 10 Reduced Inequalities,   * SDG Target 10.2: By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.   *Please indicate any other national or internationally agreed goals/commitments to which this initiative is aligned.* | |
| **Alignment with global frameworks:** | *How does this initiative align with/contribute to the objectives of the* [*Kazan Action Plan*](https://en.unesco.org/mineps6/kazan-action-plan)*,* [*WHO Global Action Plan on Physical Activity*](https://apps.who.int/iris/bitstream/handle/10665/272722/9789241514187-eng.pdf) *or other related internationally agreed frameworks on sport and/or physical activity?*  The initiative to address bullying and violence in schools and communities aligns with several objectives outlined in internationally agreed frameworks on sport and physical activity, particularly the WHO Global Action Plan on Physical Activity. Firstly, it contributes to the objective of creating active environments, by tackling bullying and violence, the initiative helps in establishing safe environments that support physical activity participation, ensuring that students feel secure both within school premises and in their communities. Secondly, the effort aligns with the objective of creating active people, as outlined in the Plan. Addressing these harmful behaviours removes significant barriers to participation in physical activity, fostering environments where individuals can feel safe, supported, and empowered to engage in healthy behaviors, thus directly contributing to the overarching objectives of promoting physical activity and enhancing overall well-being., enhancing well-being, fostering social inclusion, empowering youth, and promoting education and awareness. | |
| **Alignment with United Nations Action Plan on SDP:** | *Which of the four thematic areas of the* [*UN Action Plan on Sport for Development and Peace*](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2018/06/14.pdf) *is this initiative designed to align?*   * Global framework for sport for development and peace. * Resource mobilisation, programming and implementation   *To which action area(s) of the Plan is this initiative designed to contribute?*  1C- Improve cooperation and coordination to create a common vision of the role of sport for development and peace, particularly relating to the 2030 Agenda, and to contribute to the achievement of universally agreed development goals through sport, in particular the Sustainable Development Goals.  3C- integrate relevant thematic areas and crosscutting issues in sport for development and peace programmes, including the allocation of dedicated resources. | |
| **Outcomes:** | *What are the expected/actual outcomes of the initiative?*  To reduce school-based violence and increase social cohesion by enhancing the students’ life skills and strengthening their values of tolerance and appreciation of diversity, because teachers have gained the competencies to lead Sport for Development activities and the mainstreamed sport-based activities will help increase students’ participation in the in-school group activities, improve their self-confidence/esteem, enhance their communication and problem-solving skills and teamwork, and strengthening their values of tolerance and appreciation of diversity. | |
| **Mechanism for monitoring and evaluating implementation:** | *What are the mechanisms for monitoring and evaluating the implementation, outcomes and impact of the initiative?*  Prioritising participatory Monitoring, Evaluation, Accountability, and Learning (MEAL) approach ensures transparency of results and maximises learning opportunities to strengthen the accountability to beneficiaries, donors, and other stakeholders.  *What specific monitoring and evaluation tools are involved?*   * One Learning Needs Assessment (LNA) administered with teachers to identify knowledge gaps that informed the design of and the training material. * One Pre-Training Survey administered with selected teachers to assess their pre-training levels of knowledge/skills on the training topics * One Post-Training Survey administered with selected teachers to assess the change in levels of knowledge on the training topics * One baseline survey administered with 260 Target Group students and 345 Beneficiary Community members to measure the pre-programme attitudes and behaviours * One endline survey administered with 260 Target Group members and 345 Beneficiary Community members to measure the change in post-programme attitudes and behaviours * Conducted monitoring visits by GFP and GA to observe the activity implementation, provide technical support, and administrative guidance * Conducted one Participatory Evaluation (PE) to gather programme leads, participants and stakeholders and evaluate the effectiveness and impact of the programme (qualitative process) * Gathered continuous feedback on the programme implementation from the participants and beneficiaries through the activation of different accountability methods * Collected monthly lessons learnt log that will be filled in by programme leads (teachers) throughout the implementation period | |
| **Challenges/Lessons learned** | *What have been/were the main challenges to implementation?*   * The programme was designed to be delivered during the first school semester, which typically lasts for three months, including the exam period. Due to the limited time available, it was challenging to conduct the programme during the remaining regular physical education class time. However, in collaboration with our focal points from the Ministry of Education, we were able to identify a suitable time slot to implement the programme activities. * The agreed plan was to conduct 12 sessions in each school, but the Ministry of Education requested that we reduce the number of sessions to 8 due to the exams period and other PE curriculum needs to be implemented during the PE class. As a result of that, we managed to customise the session design to deliver the training objective within 8 sessions, also we were able to achieve the target based on the agreed session. * We arranged to use the sports class every week for two sessions in order to deliver F4D and SP activities. This allowed us to overcome the challenge of limited time and ensure that we could deliver the content and activities planned for the programme.   *What lessons learned have been/can be utilized in the planning of future initiatives?*  Adaptability and Collaboration:   * Early identification of time limitations. * Collaborated with Ministry of Education for a suitable time slot. * Should there be any time limitations, adjust the number of sessions while maintaining quality of implementation by customised session designs and maintained training objectives.   Effective Communication:   * Maintained strong communication with stakeholders. * Collaborated closely with Ministry of Education's focal points.   Stakeholder Engagement:   * Ensured all parties were aligned with programme objectives. * Active engagement with members of diffrernt Ministry of Education Departmet led to successful programme implementation. | |